

Teaching guide

IDENTIFICATION DETAILS

Degree:	International Relations		
Field of Knowledge:	Social and Legal Science		
Faculty/School:	Communication Science		
Course:	MEDIATION, NEGOTIATION AND CONFLICT RESOLUTION		
Type:	Compulsory	ECTS credits:	6
Year:	4	Code:	7045
Teaching period:	Eighth semester		
Area:	International Agents		
Module:	Foundations for a Theory of International Relations		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

Teaching staff	E-mail
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SUBJECT DESCRIPTION

In this course there will be the study of prevention, mediation and conflict resolution, from an historical, juridical and political science point of view, considering geopolitics as the background where it takes place. There will be an introduction to specific concepts followed by some cases.

GOAL

The origin of conflicts are diverse, students will be requested to take a closer look at different cases such as inter state, interstate/internal, intrastate and extrasystemic.

Students will be asked to identify and understand different forms of prevention, mediation and conflict as well as different tools of managing and/or resolving.

Understand and be able to 'use' different tools of international mediation from international organizations and non state actors.

Study of peace-building, peace-making, peace-keeping, reconstruction and nation-building operations, and the role played by international organizations.

Students should be able to analyze specific cases (successful and not) in conflict resolution as well as be able to deconstruct types of international conflict: ethnic, religious, ideological, territorial, governmental and economic.

PRIOR KNOWLEDGE

Students are expected to be familiarized with the current debates in international and security studies

COURSE SYLLABUS

1. CONFLICTS

- 1.1. Changing environments for conflict management
- 1.2. Change and evolution: typology of conflicts
- 1.3. Challenges for conflict management: intractability in mediations

2. CONCILIATION AND MEDIATION

- 2.1. Conciliation
- 2.2. Mediation and the Process of mediation
- 2.3. The role of facilitation
- 2.4. Problem-solving workshops
- 2.5. International mediation
- 2.6. NGO
- 2.7. United Nations

3. NEGOTIATION AND CONFLICT RESOLUTION

- 3.1. Diplomacy of engagement in transitional politics
- 3.2. Strategies of negotiation
- 3.3. From Distributive to Integrative Bargaining
- 3.4. Third-party engagement and its importance
- 3.5. Multilateral Negotiation
- 3.6. Arbitration and Judicial Settlement

4. RECONCILIATION AND POST-CONFLICT RECONSTRUCTION

- 4.1. Reconciliation
- 4.2. Peacekeeping
- 4.3. Peacebuilding
- 4.4. Preventive diplomacy and Intervention
- 4.5. Humanitarian Intervention

EDUCATION ACTIVITIES

Seminars. Students must read in advance the book chapters and the other sources provided to prepare the class, so they can follow the explanations and participate actively in the course.

Group Presentations. Students must expose and explain to their colleagues a topic, chosen in collaboration with the professor. The date for the oral presentations will be set once the students chose the items for their presentations. The oral presentation will include audiovisual elements and both the research work and the presentation will be assessed. After the exposition, a debate moderate by the professor will be performed with the rest of the students on the topic explained

Debates. Journal papers, newspaper articles will be distributed among the students. They will be required to read and think about it and then take part in a discussion about its arguments.

Essay. Students must elaborate one main critical essay based on the contents of the course and the compulsory readings.

Tutorials. Meetings with the professor as to clarify specific points of the subject.

Learning through case - studies. Students, individually or in groups, in the classroom or virtually, have to solve a problem regarding a topic

(Supplementary activities and schedule of the semester can be modified and adapted according new requirements from Ministry of Health)

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours
Seminar course - 40 hours Evaluation - 5 hours Workshops, round tables, conferences, group or individual tutorial - 15 hours 60h	Individual or group work - 20 Theoretical or practical study - 50 Online work - 20 90h

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To acquire critical, analytical, synthetic, reflective, theoretical and practical thought to be able to understand, analyse, interpret and rigorously and independently sum up international reality from a multidisciplinary standpoint.

To be able to generate public opinion and build bridges with the various social sectors, allowing for the formation and dissemination of a message and culture for the benefit of humankind, conveying values based on the search for truth and common good.

Specific skills

To study, identify and analyse the various geostrategic regions and key areas of regional influence worldwide. To be familiar with the origin and development of world crisis and conflict scenarios.

To be familiar with and apply the foremost concepts and terminology used in international relations from a range of multidisciplinary approaches.

LEARNING RESULTS

Understanding how conflict emerges and is managed in an international context

Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética

Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado

Separation of a complex idea into its constituent parts and an understanding of organization of the different institutions and policies and the set or unset relationship between the parts. It does Include getting to know the the distinction between hypothesis and fact as well as between relevant and extraneous variables.

LEARNING APPRAISAL SYSTEM

10% participation in activities/class
40% brief essays
50% final essay

-The final mark will be a weighting between the works and the participation in class. It is necessary to pass both works to pass the matter.

-The essays must be a critical analysis of a topic related to the subject.

-All students must fully participate in class and respect other people's opinions.

-All students must arrive on time for all classes. All assignments must meet deadlines; no extension will be granted in the absence of a genuine emergency. Failure to meet deadlines or adhere to the class expectations will result in a negative impact on the grade

-In the case of students that can not attend class due to professional or personal reasons (as recognised and justified by the director of degree) there will be an alternative system. That will allow to substitute the participation in class and in the debates by tutorials whether group ones or personalised that will be valued. In this case, the active participation in 'Foro del Aula Virtual' also will be essential to obtain the 20%.

(If the student could not attend class, he will need to provide to the teacher a written justification the first 15 days)

If the Sanitarian authorities establish an online education plan:

10% participation in activities/class
40% brief essays
50% final essay

The participation in class will be online.

Final and small essays will be up in 'Aula Virtual'

Seminars and activities will be adjust to new circumstances

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Ramsbotham, O; H. Miall & T. Woodhouse. (2016). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, Cambridge: Polity. (4th Edition).

Bercovitz, J. and Jackson, R. (2009) Conflict Resolution in the Twenty-first Century: Principles, Methods, and Approaches. University of Michigan Press

Some further bibliography related to the topic